BUILDING OPPORTUNITIES FOR LITERACY DAILY
Sharing our Literacy Initiative

- Why Literacy? Why Now?
- Our Journey
Why Literacy?
Why now?
Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

WHY LITERACY MATTERS

Literacy as we think of it...
To produce and understand written language...
Reading and writing.
"If [literacy] was a health issue, it would be deemed an epidemic."
LITERACY IN THE 21st CENTURY

Whatever the question... Literacy is the answer.
THE STATE OF LITERACY IN BIRDVILLE ISD

**PROBLEM**
District data reveals that we have a literacy problem. Students cannot read and understand.

**ROOT CAUSE**

**Rigor**
Large amounts of critical teacher face-to-face interaction with students is spent on instruction at a knowledge and skill level instead of deep cognitive rigor.

**Instructional Model**
Our current instructional model does not provide students instruction at their individual levels.

**Instructional Model**
Based on curriculum walk-through data, instruction is being delivered in a whole-group, one-size-fits-all method.

**Student Perception**
Students feel that they are only making average to significantly low progress and do not receive feedback on their progress each day according to student surveys.
THE STATE OF LITERACY IN BIRDVILLE ISD

Student Reading Stages
Based on Star Reading Lexiles - April 2017

Percentage of Students

- Proficient
- Fluent/Prof
- Fluent
- Trans/Fluent
- Transitional
- Early/Trans
- Early
- Emergent

Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Our Journey
Alignment

Building Opportunities for Literacy Daily
Reading Workshop

Word Work
- Connection to Audience
- Direct Instruction
- Active Engagement for Students
- Link to Work

Mini-Lesson

Student Work Time
- Students Read
- Students Respond to Reading in Writing
- Students Discuss Their Reading

Teacher Work Time with Students
- Students Reflect on Themselves as Readers

Share Debrief Reflection

Guided Reading
- Strategy Group
- Literature Circles
- Individual Students
## ELAR Framework

### Reading Workshop K-2

<table>
<thead>
<tr>
<th>Components</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Study</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Mini-Lesson</td>
<td>No longer than 15 minutes</td>
</tr>
<tr>
<td>Student Independent Work Time</td>
<td>Happening simultaneously</td>
</tr>
<tr>
<td>Teacher Work Time with Students</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

- **Word Study**: 5-10 minutes
- **Mini-Lesson**: No longer than 15 minutes
- **Student Independent Work Time**: Happening simultaneously
- **Teacher Work Time with Students**: 5 minutes

- **Components**: Vocabulary, Phonics, and Spelling
- **The teacher delivers a strategy and/or skills lessons based on the TEKS.**
- **Students work in stations**:
  - Students read independently on an independent level of a student choice just-right book.
  - Students respond to reading.
  - Students listen to reading.
  - Students engage in word work.
- **Students reflect on themselves as readers.**
- **Grouping depends on student needs and teacher purpose**
- **Teacher provides small group instruction through guided reading**
- **Students share reading strategy or skill they worked on during independent time.**

### Reading Workshop 6-7

<table>
<thead>
<tr>
<th>Components</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Study</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Mini-Lesson</td>
<td>No longer than 15 minutes</td>
</tr>
<tr>
<td>Student Independent Work Time</td>
<td>Happening simultaneously</td>
</tr>
<tr>
<td>Teacher Work Time with Students</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

- **Word Study**: 5-10 minutes
- **Mini-Lesson**: No longer than 15 minutes
- **Student Independent Work Time**: Happening simultaneously
- **Teacher Work Time with Students**: 5 minutes

- **Components**: Vocabulary, *Word Within a Word*
- **The teacher delivers a strategy and/or skills lessons based on the TEKS.**
- **Students work in stations**:
  - Students read independently on an independent level of a student choice just-right book.
  - Students respond to reading.
  - Students discuss reading.
  - Students reflect on themselves as readers.
- **Grouping depends on student needs and teacher purpose**
- **Teacher provides small group instruction through guided reading, strategy groups, literature circles, and individual conferences**
- **Students share reading strategy or skill they worked on during independent time.**
RtI Handbook

Reading - First Grade
English and Spanish
Responsive Instruction
Classroom Setting

Tier 1 Instruction for ALL Students

- Reading Workshop: Word Work
  - Independent Word Work
  - Work Times
- Moby Max
- Accelerated Reader
- Reader's Workshop
- Word Work
- Differentiated Instruction
- Small group instruction using LLI or SIOPS for students served by interventional services
- Small group instruction using LLI for Tier 2 students served by classroom teacher
- Sheltered Instruction

Progress Monitoring

- Students select learning goals with the teacher and track data in Student Data Folders
  - Number of books read
  - Reading Kicks
  - 4 books a year using Fountas and Pinnell Benchmark Assessment
  - Running record for each student is recorded in RTI
  - See Progress Monitoring Model, Grades K-2 and Assessment calendar for progress monitoring schedule and dates
- Spanish - North Spain Way
- Multicultural Fair (5/10, 6/10)

Student does not meet benchmark

Student meets benchmark

Student exceeds benchmark
RtI Handbook

Reading - First Grade English
Responsive Instruction Intervention Setting

Tier 3
Student does not meet benchmark
All Tier 3 and Tier 2 students receive time for intervention in addition to Tier 1 instruction.

Tier 2
Student does not meet benchmark

Placement and Exit

Delivery and Setting
Delivered by trained BISD interventionist
Delivered in pull-out setting

Structure and Scheduling
No more than 4 students to a group
30 minutes per day
5 days per week
Starts within two weeks of the close of the universal screener

Instructional Resources
Levelled Literacy Intervention (LLI)
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SI-PASS) for Dyslexic students
The Wright Skills Phonics Awareness, Phonics, and Word Study Kit

Progress Monitoring
SI-PASS Mastery Tests as they occur in the program
LLI Reading record as they occur in the program

*If interventionist is not able to serve all Tier 2 and Tier 3 students, it becomes the responsibility of the classroom teacher to provide services to Tier 2 and/or Tier 3 students.
Assessment Plan

- Kindergarten - Letter-Sound Knowledge Assessment
- Universal Screener - 3 Times a Year
- Progress Monitoring
- Curriculum-Based Assessments in Reading and Writing
- STAAR - Reading and Writing
Professional Learning

BOLD CHOICES
Excellence | Integrity | Service

AHEAD

BUILDING OPPORTUNITIES FOR LITERACY DAILY
January 2017

- Began Literacy Assessment Pilot at 1 elementary Campus

February 2017

- Provided Administrator Training for Workshop Model

April 2017

- Provided Preview of Literacy Theme for 2017-2018
# Professional Learning Opportunities for Teachers...

<table>
<thead>
<tr>
<th>Elementary Guided Reading</th>
<th>Secondary Guided Reading</th>
<th>Leveled Libraries</th>
<th>Classroom Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy for Advanced Learners</td>
<td>Literacy for Special Learners</td>
<td>Working with ELL Students</td>
<td>Analyzing Primary and Secondary Resources</td>
</tr>
</tbody>
</table>
Administrative Leadership Conference

- Keynote
  Day 1 Donalyn Miller
  Day 2 Dr. Elizabeth Clark
- Sessions
  1. Overview of Summer Literacy Professional Learning
  2. BOLD Literacy Presentation
- Built-in Coaching and Planning Time

Principal ILT • Assistant Principal ILT • Leaders of Learners

- Guiding Readers
BOLD LITERACY PRESENTATION
ALL TEACHERS PK-12

- Why?
- 2 Reading Strategies
  Read, Cover, Remember, Retell
  Three Questions
- Expectations
ALL TEACHERS PK-12

- Additional Reading Strategy
- Content Focus on Literacy Strategies

PRINCIPALS
ASSISTANT PRINCIPAL
LEADERS OF LEARNERS

- Guiding Readers
- Reading Strategies
- Vocabulary
- Anticipation Guides
- Prompting
In Classrooms

Building Opportunities for Literacy Daily
How Will We Improve Literacy in BISD?

- Increase the **VOLUME** of reading our students do
- Provide **CHOICE** in reading material for our students
- **MODEL** what readers do
- Provide students with specific **FEEDBACK** regarding reading behaviors and Growth as Readers
Increase the **Volume**

**Reading Strategies for all Content Areas**
- Reading
- Math
- Science
- Social Studies

**Guided Reading Leveled Libraries**

**Classroom Libraries**
Provide Choice
Providing Specific Feedback
Providing Specific Feedback

PDSA

- **PLAN** - Students set goals for growth as a reader
- **DO** - Students write action plans for how they will achieve goals
- **STUDY** - Students track progress in student data folders by graphing their growth as a reader
  - Reading Levels
  - Number of Books read
  - Number of Pages Read
  - Reading Different Genre Types
- **ACT** - Teacher reviews progress with student and adjusts as needed
Providing Specific Feedback
Learning Walks

- Team Approach
- Coaching Model
- All Campuses
- Wed. and Thurs.
- Forms

Workshop Model
Guided Reading
May your heart be kind...
May your mind be fierce...
And may your spirit be brave...

BE BOLD

BUILDING OPPORTUNITIES FOR LITERACY DAILY